

## ABSTRACT

This research study aims at discovering the use of cohesion in students' argumentative writings in terms of its frequency and function. The participants of the study are seventeen students of English Language and Literature study program UPI who have learned how to compose argumentative writing as well as cohesion. To answer all research questions, this study employs a qualitative method research design embracing the characteristics of a case study approach. The data are obtained from students' argumentative writings. This research study is grounded by the framework of Cohesion Taxonomy proposed by Halliday and Hasan (1976), which is also a tool for analyzing students' texts. Results reveal that grammatical cohesive devices—by the use of reference and conjunction as the dominant devices—are slightly more preferable to be used as cohesive resources than the lexical ones. Moreover, it is also found that cohesive devices generally have two major functions which are to remind the readers of the points under discussion and to clarify and affirm semantic relationship between clauses so that the position of the author is clear. Furthermore, this research study recommends students should expand their repertoire both in vocabulary and sentence structure since analysis finds indication of their heavy reliance on repetition device.

**Keywords:** *Cohesion, Writing Performances, Cohesive Devices*